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COLLEGE CLASSICAL ENROLLMENTS, 1965-66.

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THE MODERN LANGUAGE ASSOCIATION (MLA) STATISTICAL SURVEY AVAILABLE IN MARCH 1966 CORROBORATED PREVIOUS, LESS EXTENSIVE, STUDIES SPONSORED BY "THE CLASSICAL WORLD," AND SHOWED THAT ENROLLMENTS IN LATIN AND GREEK HAVE GROWN SLOWLY BUT RESPECTABLY, AND THAT ALTHOUGH A NUMBER OF COLLEGES DO NOT OFFER CLASSICAL LANGUAGES, MANY DO NOT PROVIDE EVEN MODERN FOREIGN LANGUAGE INSTRUCTION. ALTHOUGH THE MLA QUESTIONNAIRE EXCLUDED NON-LANGUAGE COURSES ON CLASSICAL CULTURE; IT INCLUDED LATIN AND GREEK INSTRUCTION IN JUNIOR COLLEGES, AND THE FIGURES INDICATE A VAST AND GROWING POTENTIAL FOR CLASSICAL STUDIES. THIS ARTICLE WAS PUBLISHED IN "THE CLASSICAL WORLD," VOLUME 59, NUMBER 9, MAY 1966. (GJ)

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ROBERT L. SCRANTON
UNIVERSITY OF CHICAGO

COLLEGE CLASSICAL ENROLLMENTS, 1965-66

Introductory

This year's report is based not on our own questionnaires but on data collected by the Modern Language Association, which this year for the first time is including Latin and Greek in its study on foreign language enrollments in higher education to be published in the summer of this year. As a result, since the MLA figures cover only enrollments in *languages*, our report will be limited to courses in the original Latin and Greek and will of necessity omit enrollments in non-language courses (e.g., Classical Literature in Translation or Classical Civilization) and information on revival and introduction of new courses in Classical Languages, which in previous *CW* reports helped to give a more complete picture of conditions in Classical Studies.[1]

Also, since the MLA figures on Latin and Greek cover only the academic year 1965-66 and not the previous one, our usual comparative study will have to be postponed to a later date when the laborious process of comparing the data for some 400 colleges which we reported on last year with the MLA data for these colleges for 1965-66 has been completed.

Despite these drawbacks, however, using the MLA data has brought us two great advantages, besides that of saving *CW* the labor and expense of gathering its own data. These are, first, that MLA was able to send out a much greater number of questionnaires and received a larger percentage of returns. As of the end of March 1966 (when the writer finished gathering the data then available) 2,258 questionnaires had been sent out and 1,951 returns received, or 86% of the colleges queried. (Our own samplings have usually come to 40% to 45% of the colleges queried.) Since follow-up notices are on their way to the 307 institutions which have not yet replied, the total figures to be published in the MLA report due this summer will surely be slightly higher than ours. Secondly, the MLA figures, unlike *CW* reports in the past, include enrollments in the two-year junior or community colleges that have been mushrooming around the country. As will be pointed out later in this article, this is an area to which classicists should give serious attention.[2]

Finally, the writer wishes to take this op-

1. For last year's report, see *CW* 58 (1964-65) 169 ff.

2. See now W. C. Korfmacher, "Classics and the Junior College," *CB* 42, No. 5 (March 1966) 72.—ED.

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portunity to express to Dr. Glen D. Willbern, Director of Research of the Modern Language Association, and his staff his sincere thanks for the kindness, courtesy, and generosity with which they made him welcome in their offices when he was collecting the material for this report.

Enrollments

Based, then, on returns from 1,951 out of 2,258 colleges and universities in the United States, the following is the situation on enrollments in Latin and Greek for 1965-66 (with no distinction between elementary and advanced at the undergraduate level).

A. *Latin*

There were 32,694 undergraduates and 1,349 graduates studying Latin during the academic year. Of the undergraduates, 1,333 were in two-year junior or community colleges. (Our last year's report based on 370 four-year colleges and universities recorded 23,371 students in Latin, excluding graduate students and junior college students. Our customarily smaller sampling of colleges was evidently a good indicator of the situation, for with fewer colleges we seem to have gathered the bulk of the Latin students in the country's colleges, about 70% of them.)

B. *Greek*

There were 12,378 undergraduates and 992 graduates studying Classical Greek in the colleges in 1965-66. Of the undergraduates, 952 were in two-year junior or community colleges. In addition, there were 4,858 studying Biblical Greek (also reported as *Koinê* or New Testament Greek) of which 271 were in junior colleges. (Our last year's report based on 370 colleges recorded 7,517 in Classical Greek, excluding graduate students, junior colleges, and those in Biblical Greek. Again we seem to have collected the bulk of the students in our smaller sampling.)

C. *Number of Colleges with Latin and Greek*

Out of the 1,951 colleges reporting, a total of 540 (including 37 junior colleges) have undergraduate students in Latin. This amounts to 27.6% of the colleges and universities of the country. Only 68 colleges and universities had graduate students in Latin. The situation in Classical Greek is similar. A total of 401 colleges and universities (including 29 junior colleges) have undergraduate students in Classical Greek, or 20.5%, and 51 have graduate students in the subject. In addition, 95 colleges have students of Biblical Greek. If we add the colleges with Biblical Greek to those with Classical Greek, we get a total of 496, or 25.4% of the colleges in the country teaching Greek today.

It is thus quite obvious that in spite of our previous reports showing a gradual slow growth in the study of Latin and Greek in the colleges, the number of institutions where these languages are not taught at all is tremendous. Yet there are several considerations that should temper any excessive pessimism. First, the total figures, especially in Latin, are quite respectable in this technological age with its faltering humanism. Secondly, since a good number of colleges do not teach any foreign language at all, it will be interesting to see, when the MLA reports come out, what percentage of colleges teach modern languages. Will a figure of 20% to 30% turn out to be respectable? Thirdly, and

While we join, of course, with Professor Lieberman and Mr. Goldberg in expressing our most cordial thanks to Dr. Willbern and the MLA staff for making available to us the results of their invaluable surveys, we must, again, deplore the absence of comparable surveys conducted under the auspices of one or other of our own national agencies. Much, much more is needed.

Entia non sunt multiplicanda. True. But any classicist with any adequate concept of his discipline knows that Classics, as we understand the term today, goes far beyond the simple study of the languages, central though that must remain; and it is even arguable, we feel, whether the study of Greek and Latin, as thus conceived, is *tout court* referable to "FL" in its usual acceptation. The classical languages simply cannot be learned without extensive reference to Classical Civilization as a whole, nor deeply penetrated without proportionately increasing familiarity with the larger field, and with the humanistic tradition generally. Our interrelations with English and the Modern Languages, with History, Philosophy, Art, Political Science, the Social Studies/Sciences—to mention but the more obvious sister subjects—are almost indefinitely expandable. Much has been done in individual institutions with or without administrative cooperation. But who will tell us what, where, when?

Regardless of our well-intentioned—and, we hope, moderately useful—efforts in the past, this is frankly beyond the resources of *CW* and its sponsoring Association. *Non omnia possumus omnes.* As Professor Rexine asks in his hard-hitting article in our April number ("Teacher Training and the Classics," *CW* 59, No. 8, pp. 257 ff., at p. 260), "Why didn't the profession survey its own needs and resources?" Much as needs to be done in many areas, a "statistical survey of the profession as a whole"—schools *and* colleges—should, we feel, be given an absolutely top priority in the plans of the new ACL Executive Office.

—E.A.R.

this has been evident in our reports in recent years, once Latin and especially Greek are introduced into a college curriculum they tend to grow. Our task in this respect is thus immediately evident. And one of the areas to press for the introduction of Classical Languages would seem to be the junior colleges to which we turn next.

D. *Junior Colleges*

In the past the two-year junior colleges have notoriously neglected classical studies, and classicists have not even considered them as places where Classical Languages could be fostered and taught. The figures clearly reflect this. Out of the hundreds of junior colleges now flourishing in the United States only 37 teach Latin with a total of 1,333 students in the language, and 22 teach Classical Greek with a total of 952 students in the language, a mere handful. Years ago, when junior colleges were mostly terminal institutions, there was less point to being concerned with whether they taught Classical Languages or not. But today the situation is changed. Many such two-year colleges are "double-tracked," especially in the larger metropolitan areas. In addition to offering the two-year degree or certificate, many now act as transfer institutions to the four-year colleges for students who were not originally accepted into the four-year colleges. Since a greater and greater proportion of college applicants now find themselves in the junior colleges for part of their college careers, it is imperative for classicists to turn their attention to the desirability of encouraging or persuading such institutions to offer Latin and Greek, and the best way to do so. A first step will already have been taken in those junior colleges which may offer such courses as Classical Literature in Translation, as some surely do. The matter must not be neglected, or else college Classics professors may find themselves in the same situation as many high school Latin teachers did with the growth of junior high schools and the accompanying pinching off of Latin at that level. Then even the small gradual growth which we have been seeing in Classics in the college might be choked off.

It may, however, seem better to some to concentrate our efforts on the four-year colleges where much is still to be done. But the future in Classics in this country is to a large extent in our own hands.

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